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PROFESSOR MEIKLEJOHN'S SERIES

SIMPLE LESSONS

IN ENGLISH GRAMMAR

ARRANGED IN THREE PARTS

BY

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PART II

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THIS Book attempts to present the elements of English Grammar in a simple and interesting manner to the minds of young pupils.

CONTENTS

CHAP.	PAGE
I. COLLECTIVE NOUNS	1
II. ABSTRACT NOUNS	3
III. KINDS OF VERBS	7
IV. WORDS GO WITH WORDS : (I) ADJECTIVES AND ADVERBS	11
V. WORDS GO WITH WORDS : (II) ADVERBS .	14
VI. CHANGES IN NOUNS : (I) NUMBER . .	16
VII. „ „ „ (II) GENDER . .	19
VIII. THE VERB AGAIN : TENSE (I) . . .	22
IX. „ „ „ „ (II) . . .	24
X. THE ADJECTIVE AGAIN	26
XI. PRONOUNS	30
XII. THE VERB : NUMBER AND PERSON . .	32
XIII. TABLE OF PARSING	33
XIV. ANALYSIS	35

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ENGLISH GRAMMAR

PART II

THE NOUN AGAIN

WE learned, in our first book, the following facts about **Nouns** :

- (i) **A Noun** is a name.
- (ii) **A Common Noun** is a name that is common to all things of the same kind ; as : *boy, town.*
- (iii) **A Proper Noun** is a particular or special name ; as : *John, London.*

We are now to learn that there are other kinds of nouns beside Common and Proper Nouns.

CHAPTER I

COLLECTIVE NOUNS

I. A collection, or number, of things may be spoken of as **one whole** ; for example :

A collection of boys and girls makes up **one class** ;

A collection of ships makes up a **fleet** ;

A collection of soldiers makes up an **army**.

The name of a **collection** of things, spoken of as **one whole**, is called a **Collective Noun**.

II. Notice the **Collective Nouns** in the following lines :

A number of sheep make up a *flock*
(The shepherd tends them all with care).

A number of children make up a *school*
(John, and Lucy, and Willie are there).

A number of cows make up a *herd*
(Some of them white and some of them dark).

A number of boys make up a *club*
(They play football in the farmer's park).

A number of people make up a *crowd*
(They welcome the soldiers home from the war).

A number of ships make up a *fleet*
(They have left the river and crossed the bar).

Such **Nouns** as these make up one kind,
Their name **Collective** bear in mind.

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EXERCISES

1. *Treat each **Collective Noun** in the above lines as follows :*

flock, a **Collective Noun**, the name of a collection of sheep.

2. *Select the **Nouns** in the following sentences, and tell whether they are **Common**, **Proper**, or **Collective** :*

- (1) The regiment was sent to the Cape.
- (2) Napoleon marched his army across the Alps.
- (3) A great crowd gathered in Trafalgar Square.
- (4) Nelson commanded the British fleet.
- (5) The minister addressed the congregation.
- (6) The clergy held a meeting at Hampton Court.
- (7) Parliament met in February.

- (8) The ship passed through a shoal of herring.
(9) The hunter saw a herd of deer.
(10) The boys formed a football-club.

3. *Treat the Nouns in the following lines as in Ex. 2:*

The shepherd took a flock of sheep
Out to the hills at early morn ;
The hunter saw a herd of deer,
And blew upon his silver horn.

CHAPTER II

ABSTRACT NOUNS

I. **Abstract Nouns** are *not* names of persons or things; they are names of ideas or thoughts; for example :

Honesty and *kindness* are qualities of persons ;
Contentment and *happiness* are states of mind ;
Motion and *flight* are actions.

Why are such **Nouns** called **Abstract**? Because they are ideas *abstracted from*, or *drawn from*, persons or things; examples—from a *good boy* we abstract the thought of *goodness*; from a *thing growing* we abstract the thought of *growth*; and thus we say **Abstract Nouns** are names of ideas or thoughts; or, an **Abstract Noun** is the name of a quality, state, or action.

II. Consider the following :

Kindness, goodness, purity,
Boyhood, manhood, honesty,
Friendship, hardship, fortitude,
Freedom, hatred, gratitude.

Such **Nouns** as these make up one kind,
 They are found nowhere but *in the mind* ;
 We may see *a good boy*, or *a bird that is free*,
 But *goodness* and *freedom* we cannot see !
 The **Name** of a quality, state, or act,
 Is therefore called a **Noun Abstract**.

III. Many **Abstract Nouns** come from **adjectives**¹
 and **verbs** :

(i) From **adjectives** we get **names of qualities** ;
 thus :

From *honest* we get *honesty*,
 From *strong* we get *strength*,
 From *pure* we get *purity*,
 From *long* we get *length*.

(ii) From **verbs** we get **names of actions** ; thus :

From *act* we get *action*,
 From *see* we get *sight*,
 From *hate* we get *hatred*,
 From *fly* we get *flight*.

EXERCISES

1. *Form an Abstract Noun from each of the following* (the alternate **Nouns** supplied should rhyme):

- (1) From *good* we get . . . *goodness*
 From *breathe* we get . . . *breath*
 From *kind* we get . . . *kindness*
 From *die* we get . . . *death*.

¹ NOTE.—The teacher would require to define an **Adjective** and give a few examples ; or refer to Chapter iv.

- (2) From *act* we get . . . *acting*
 From *grow* we get . . . *growth*
 From *join* we get . . . *joining*
 From *slow* we get . . . *slowness*
- (3) From *secure* we get . . . *security*
 From *strive* we get . . . *strife*
 From *stupid* we get . . . *stupidity*
 From *live* we get . . . *life*

2. Pick out the **Names of States** in the following :

Contentment, happiness, and health .

Are better states than ease or wealth.

IV. We have seen that **Abstract Nouns** are marked by certain endings; the following are the commonest endings of **Abstract Nouns**: *-ness*, *-th*, *-ity*, *-hood*, *-ence*, *-ship*, *-dom*, *-tude*.

-ness, as in goodness, kindness.

-th, or *-t*, as in breadth, height.

-ty, or *-ity*, as in honesty, purity.

-hood, as in manhood, boyhood.

-ence, or *-ance*, as in prudence, ignorance.

-ship, as in friendship, hardship.

-dom, as in freedom, martyrdom.

-tude, as in fortitude, gratitude.

V. **Names of Arts and Sciences** are also **Abstract Nouns**; as: *Music*, *Arithmetic*, *Painting*.

We may now answer the question: What is an **Abstract Noun**? An **Abstract Noun** is the **Name** of a quality, state, or action, considered *in the mind*, or *apart from* the thing to which it belongs.

EXERCISES

1. *Select the **Abstract Nouns** in the following lines:*

Virtue is its own reward,
 Honesty makes the spirit brave,
 Ignorance keeps the mind in doubt,
 Servitude holds a man a slave ;
 Poverty chills the bravest heart,
 Wisdom is better than silver or gold,
 Gratitude marks the noble mind,
 And goodness brings us joy untold.

2. *Select the **Nouns** in the following, and tell whether they are **Common, Proper, Collective, or Abstract** :*

- (1) Burns sang the praise of honest poverty.
- (2) The old man lives in comfort.
- (3) The lion possesses great strength.
- (4) Boys admire honesty and bravery.
- (5) The regiment left the town for India.
- (6) The people gained their freedom after many years of slavery.
- (7) I love honour more than I fear death.
- (8) The strength of a nation depends largely on the health and character of its people.
- (9) We can never know the height or the depth of God's love.

3. *Select the **Nouns** in the following story, and tell the kind of Noun. (Taken in paragraphs, the story may be used as three exercises):*

HAGAR AND ISHMAEL

(1) Abraham sent Hagar into the desert with her son Ishmael. They suffered much for want of water, and Hagar thought her son was going to die.

(2) As Hagar could not bear to look upon her son's death, she laid him down in a shady place, and drew herself apart. God heard the cries of the poor boy, and sent an angel to comfort his mother.

(3) The angel told Hagar that her son would become the head of a great nation, and showed her a well close by. The water restored Ishmael to health and strength, and he grew up a strong man, and became the chief of the wandering Arabs.

VI. What we have learned about **Nouns** :—

Nouns are of four kinds—**Common**, **Proper**, **Collective**, and **Abstract**.

- (i) **A Common Noun** is a name that is common to all things of the same kind.
- (ii) **A Proper Noun** is a particular name.
- (iii) **A Collective Noun** is the name of a collection of things spoken of as one whole.
- (iv) **An Abstract Noun** is the name of a quality, state, or action, considered *apart from*, or *abstracted from*, the thing to which it belongs.

CHAPTER III

KINDS OF VERBS

I. **Verbs** are of **two kinds** ; compare the following sentences :

- (i) *Tom runs.*
- (ii) *Tom killed . . .*

We see :

- (i) That *Tom runs* makes sense.
- (ii) That *Tom killed . . .* does not make sense.

The verb *killed* requires a noun after it to complete the sense ; as : *Tom killed a mouse.*

In grammar the word *mouse* is here called the **Object** of the **Verb**, and *Tom* is here called the **Subject** of the **Verb** : the **Subject** is the person or thing about which something is told ; we may write down the sentence thus :

Subject.	Verb.	Object.
Tom	killed	a mouse

There are thus **two kinds of Verbs** :

- (i) **Verbs** that require an **Object** ; as :
The farmer shot the crow.
- (ii) **Verbs** that do **not** require an **Object** ; as :
The flowers grow.

EXERCISES

1. Supply **Objects** to complete the sense, and write the sentences down as **Subject, Verb, and Object** :

- T.
- (1) Mary broke *a cup*
 - (2) Tom found *a puppy*
 - (3) The boy stole *sixpence*
 - (4) The horse kicked . . .
 - (5) The cow gives . . .
 - (6) Jack wrote . . .

2. Supply **Verbs** that do **not** require an object :

- In T.
- (1) The boy . . .
 - (2) The girl . . .
 - (3) The baby . . .
 - (4) The dog . . .
 - (5) The lion . . .
 - (6) The rain . . .

II. In grammar, the **Verbs** which require an **Object** are called **Transitive**; and those which do **not** require an **Object** are called **In-transitive**, or **Not-transitive**.

Trans means *over* or *across*; we shall show this by a few examples:

Trans-Atlantic means *over* or *across* the Atlantic.

Trans-Vaal means *across* the river Vaal.

Trans-fer means *to carry across*.

Trans-itive means *passing over*.

In-transitive means *not passing over*.

When we call a verb **Transitive**, we mean that the action of the verb *passes over* to an **Object**; thus:

Subject.	Transitive Verb.	Object.
Mary	wrote	a letter
The boy	loves	his mother
Tom	kicked	the ball

When we call a verb **In-transitive**, we mean that the action of the verb does *not pass over* to an object; thus:

Noun.	Intransitive Verb.	No Object.
Mary	runs	
The boy	cries	
Tom	laughs	

Or we may put it in this way:

A **Transitive Verb** an object has,

As: *The farmer shot the crow;*

An **Intransitive Verb**—no object has,

As: *The beautiful flowers grow.*

*The farmer shot . . . would not make sense,
 An object *crow* we thus supply ;
Transitive means a *going across*,
 I trust you see the reason why :
 For, if the shooting had not *crossed*,
*The crow were alive, and the shot were lost !**

EXERCISES

1. Write, in different columns, the **Transitive** and the **Intransitive Verbs** in the following:

- (1) The cat caught a mouse. (2) The lion roars.
 (3) The cock crows. (4) The sailor shot a shark.
 (5) The gardener planted a flower.
 (6) The baby cries.

2. Treat the **Transitive Verbs**, italicised in the following story, as follows :

carried | a verb, transitive, object bone.

A GREEDY DOG

A greedy dog *carried* a bone in its mouth. It *reached* a brook, and *crossed* a little bridge. It looked down into the water, and *saw* another dog. The other dog *had* also a bone in its mouth. It *wanted* the other bone, and *opened* its mouth. The bone fell into the water. The other dog was¹ its own shadow.

3. Point out the **Transitive Verbs** in the following story, and tell the **Object** in each case :

THE GOOSE AND THE GOLDEN EGG

A certain man had a goose ; it laid a golden egg every day. He was¹ a very greedy man, and he wanted

¹ *was* is an intrans. verb.

more eggs. He cut the goose open, but found no eggs. He was¹ very angry with himself, and said these words: 'I got a golden egg every day, yet I was¹ not content. I have killed the goose that laid the golden egg!'

CHAPTER IV

WORDS GO WITH WORDS: (I) ADJECTIVES AND ADVERBS

I. We have learned some facts about **Nouns** and **Verbs**; we are now to learn about other kinds of words which we may **add** to **Nouns** and **Verbs**; for example:

Noun	Verb
Flowers	grow

Let us **add** *nice* to the **Noun** *flowers*; and call it an **Adnoun**; and also **add** *here* to the **Verb** *grow*, and call it an **Adverb**; thus:

Ad-noun	Noun	Verb	Ad-verb
Nice	flowers	grow	here.

We thus see that **words go with words**:

Ad-nouns go with Nouns:

Ad-verbs go with Verbs.

Ad-nouns are usually called **Adjectives**.

II. Some **Adjectives** are small words; others are large; examples:

<u>a</u> pen	<i>a smooth</i> pen
<u>the</u> pen	<i>a useful</i> pen
<i>this</i> pen	<i>an excellent</i> pen

All these words are **Adjectives**, because they **go with the Noun** *pen*; and that is always the *test* of an **Adjective**—*Does it go with a Noun?*

¹ *was* is an intrans. verb.

III. Let us now take a **Noun**, say *cat*, and supply suitable **Adjectives**. We shall endeavour to find a word beginning with each letter of the alphabet. Notice that these **Adjectives** tell *the kind of cat*.

Adjective	Noun	Adjective	Noun
<i>An angry</i>	cat	<i>A mad</i>	cat
<i>a black</i>	cat	<i>a nice</i>	cat
<i>a cunning</i>	cat	<i>an obedient</i>	cat
<i>a deaf</i>	cat	<i>a purring</i>	cat
<i>an excellent</i>	cat	<i>a quiet</i>	cat
<i>a fat</i>	cat	<i>a royal</i>	cat
<i>a good</i>	cat	<i>a sick</i>	cat
<i>a hungry</i>	cat	<i>a tame</i>	cat
<i>an immense</i>	cat	<i>an ugly</i>	cat
<i>a jealous</i>	cat	<i>a vain</i>	cat
<i>a lean</i>	cat	<i>a wicked</i>	cat

a young cat.

EXERCISES

1. Supply two suitable **Adjectives** to describe each of the following **Nouns** :

- | | |
|--------------------|----------------------|
| (1) The . . . bird | (4) The . . . book |
| (2) The . . . boy | (5) The . . . horse |
| (3) The . . . girl | (6) The . . . flower |

2. Treat the **Adjectives** in the following lines thus :

Little | goes with the **Noun** *drops*, therefore it
is an **Adjective**.

Little drops of water,
Little grains of sand,
Make the mighty ocean,
And the pleasant land.

3. The **Adjectives** in the following sentences are italicised; treat as in Ex. 2.

KINDS OF ANTS

There are *red* ants, *black* ants, and *white* ants. The soldiers have *large* heads, *long* jaws, and *strong* nippers; *the* workers have *small* heads, and *small* jaws. *White* ants are only found in *hot* countries.

4. Pick out the **Adjectives** in the following story, and tell the **Nouns** they go with:

THE CUNNING FOX

A hungry *crow* stole a piece of nice cheese, and flew up into a high tree. A cunning fox saw the crow, and spoke these flattering words: 'What a fine shape and graceful body you have; and I have no doubt you have a beautiful voice!' The silly crow opened her mouth to sing; and the sly fox caught the cheese and ran away.

5. The **Adjectives** in the following story are italicised; tell the **Nouns** they go with.

THE FIRST SNOWDROP

(1) A beautiful story is told about the first snowdrop. In Paradise it was always summer; there was pleasant sunshine, the trees were clad with green leaves; and the earth was covered with nice green grass and lovely flowers. But there were no snowdrops in Paradise.

(2) Adam and Eve were put out of their beautiful home, because they disobeyed God. Then a great change came over Nature; dark clouds came across the clear sky; the withered leaves fell from the trees, the

lovely flowers died, and snow began to fall. Then Eve sat down and cried.

(3) *An* angel came and said to Eve: 'Do not despair!' But Eve replied, 'Alas, I shall never see *the* sweet flowers again!' A *white* snowflake fell into *the* angel's hand, and she said: 'Look, Eve, behold *this* beautiful flower!' And when Eve looked up she saw a *small white* flower in *the* angel's hand.

(4) Then *the* angel said, 'I give you *this* flower, as a promise from God that *the* cold winter will pass away, and *the* warm summer will come again; and then *the* beautiful flowers will bloom, *the* trees will put on their green leaves, and *the* songs of birds will gladden your heart!' So Eve was comforted; and it came to pass as *the* good angel had said.

CHAPTER V

WORDS GO WITH WORDS: (II) ADVERBS

I. We shall now show how **Adverbs** are used; take the following sentences:

- (i) The ship sails.
- (ii) The flowers grow.
- (iii) Tom writes.

Let us now ask:

- (i) **When** the ship sails.
- (ii) **Where** the flowers grow.
- (iii) **How** Tom writes.

We might say, in reply:

- (i) The ship sails *to-day*.
- (ii) The flowers grow *here*.
- (iii) Tom writes *slowly*.

We therefore see that :

to-day goes with the **Verb** *sails*, and tells the
time :

here goes with the **Verb** *grow*, and tells the
place :

slowly goes with the **Verb** *writes*, and tells
the manner.

II. Words that go with **Verbs** are called **Ad-verbs** :
Adverbs are said to modify **Verbs**.

THE ADVERB

How, **when**, and **where** an action is done,
Be it in earnest, or be it in fun ;
Be it done badly, or be it done well,
The **time**, **place**, and **manner** I truly tell ;
And so I hope you understand
Why the **Verb** and **I** go hand-in-hand.

EXERCISES

1. Write in columns the **Adjectives** that go with
Nouns ; and the **Adverbs** that go with **Verbs** in the
following ; thus :

Adjective	Noun	Verb	Adverb
The pretty	girl	sings	sweetly.

- (1) The naughty boy ran away.
- (2) The black dog barked loudly.
- (3) The narrow river flows swiftly.
- (4) The clear fire burns brightly.
- (5) The long letter came yesterday.
- (6) A heavy mist came down.

2. We shall now be able to pick out four different kinds of words (or **Parts of Speech**, as they are called); namely: the **Noun**, the **Verb**, the **Adjective**, and the **Adverb**. We shall treat them thus:

The little mouse ran off.

The	an Adjective , goes with <i>mouse</i> .
little	an Adjective , goes with <i>mouse</i> .
mouse	a Noun , common.
ran	a Verb , intransitive.
off	an Adverb , goes with <i>ran</i> .

Treat the following as in above example:

- (1) The old man laughed loudly.
- (2) The young soldier fought bravely.
- (3) The poor woman wept bitterly.
- (4) The sick boy returns to-morrow.
- (5) The weary ploughman goes homeward.

CHAPTER VI

CHANGES IN NOUNS: (I) NUMBER

I. Nouns are changed in their form or look for a change of meaning. Observe the changes made in the form of the following words:

boy into **boys**; **match** into **matches**; **man** into **men**.

By changing the form of these words, we have also changed their meaning; thus:

boy means *one boy*; **boys** mean *more than one*;
match means *one match*; **matches** mean *more than one*;

man means *one man*; **men** mean *more than one*.

In grammar there are two **numbers**:

Singular and Plural.

When the noun stands for only *one thing*, it is in the **Singular Number**; when it stands for *more than one*, it is in the **Plural Number**.

Number, then, is that form of the noun which means *one*, or *more than one*.

II. There are three chief ways of forming the plural number :¹

- (i) By adding **-es** ; as *box, boxes ; watch, watches ;*
or **-s** only (if the sound allows) as *boy,*
boys ; girl, girls.
- (ii) By adding **-en** ; as, *ox, oxen ; child, child(r)en.*
- (iii) By changing the middle of the word ; as, *foot,*
feet ; goose, geese ; tooth, teeth ; man, men.

EXERCISES

1. Write the plural of: house, match, box, pen, book, picture, map, chair, door, stone.

2. Write the plural of: mouse, ox, tooth, goose, man, woman, foot.

3. Tell the kind and number of the **Nouns** in the following sentences.

Example

The shepherd tends his flock with care.

shepherd	a noun, common, singular number.
flock	a noun, collective, singular number. -
care	a noun, abstract, singular number.

(1) The waggon was drawn by four horses.

(2) The tourists climbed Ben Nevis in safety.

¹ A more complete list will be given at the end of Part III.

- (3) Loch Katrine is famed for its beauty.
- (4) The safety of the men lay in flight.
- ~~✕~~ (5) A company of soldiers lost their way.
- ~~✕~~ (6) The soldiers fought for two days and nights.
- ~~✕~~ (7) The boxes contain oranges and apples.
- (8) The negroes work in the cotton-fields.
- (9) Several songs were sung at the concert.
- (10) The ladies walked to the gates of the city.

4. *Select the **Nouns** in the following story, and treat as in the above exercise. (Each paragraph may make one exercise):*

THE SIEGE OF MAFEKING

(1) Mafeking is a small village in Africa; it is situated in Bechuanaland, and lies near the border of the Transvaal.

(2) When the Transvaal and the Orange Free State declared war against Great Britain, Mafeking was surrounded by the Boers.

(3) The officer who defended the place was Colonel Baden-Powell. He was famed for his bravery, his caution, and his skill.

(4) He dug trenches round the village, and made pits in the ground, where the people could hide from the shot and shell.

(5) He kept the Boers at bay for nearly eight months, and was relieved on the eighteenth day of May 1900. Baden-Powell was made a Major-General, and the whole nation rejoiced when the garrison was set free.

CHAPTER VII

CHANGES IN NOUNS : (II) GENDER

I. Persons and animals are of different **Sexes** ; for example : *boy* and *lion* belong to the **Male Sex** ; *girl* and *lioness* to the **Female Sex**. In grammar, this difference of **Sex** is called **Gender** ; the nouns

Boy and *lion* are of the **Masculine Gender** :

Girl and *lioness* are of the **Feminine Gender** :

Names of things without life, as *chair* and *fender*, are **Neither** or **Neuter Gender**.

Examples :

Boy, girl ; prince, princess ;
 Man, woman ; host, hostess ;
 Gander, goose ; boar, sow ;
 Ram, ewe ; bull, cow ;

These words differ *in kind*, we see
 (Yet male with female doth agree).

A name for this difference we find

In **Gender**, meaning *class* or *kind*.

II. There are three chief ways of marking **gender**¹ :

(i) By using a different word ; as :

Masc.	Fem.	Masc.	Fem.
brother	sister	lord	lady
boy	girl	son	daughter
king	queen	uncle	aunt

¹ A more complete list will be given at the end of Part III.

(ii) By using a **different ending** ; as :

Masc.	Fem.	Masc.	Fem.
author	authoress	heir	heiress
lion	lioness	duke	duchess

(iii) By placing a **different word** before the noun ; as :

Masc.	Fem.	Masc.	Fem.
he-goat	she-goat	cock-sparrow	hen-sparrow
man-servant	maid-servant	male-child	female-child

III. Some nouns are **common** to both genders ; for example : the word *pupil* may apply to a *boy* or a *girl* ; the word *friend* may apply to a *boy* or a *girl*, a *man* or a *woman*. Such words are of the **Common Gender**.

EXERCISES

1. Write the *feminine of*: boy, father, grandfather, man, giant, count, poet, lion, son, uncle, papa, husband, brother, lord.

2. Write the *masculine of*: queen, mistress, princess, daughter, Jewess, duchess, heiress.

3. Write in separate columns the words which belong to the different genders : pen, bird, sister, mother, friend, table, uncle, book, cousin, queen, master, author.

4. Select the **Nouns** in the following sentences, and tell the **Kind, Number, and Gender** of each.

Example

My friend sails for Durban on Wednesday.

friend	a noun, common, singular number, common gender.
Durban	a noun, proper, singular number, neuter gender.
Wednesday	a noun, proper, singular number, neuter gender.

- (1) The teacher took the pupils to Windsor.
- (2) The soldiers fixed bayonets, and stormed the heights.
- (3) King Edward reviewed the troops at Aldershot.
- (4) King David of Scotland founded many abbeys.
- (5) The lady gave the child a penny.
- (6) Last May we made a crown of flowers;
we had a merry day!

Beneath the hawthorn on the green
they made me Queen of May;
And we danced about the Maypole,
and in the hazel-copse,
Till Charles's Wain¹ came out above
the tall white chimney-tops.

5. Select the **Nouns** in the following story, and tell the **Kind, Number, and Gender** of each. (Two exercises):

THE TRAVELLERS AND THE BEAR

(1) Two men were once travelling in a forest, and they agreed to keep together in any danger. Suddenly a bear rushed out of a thicket, and one of the men climbed up a tree; the other man lay flat on his face, and held his breath.

¹ A group of stars.

(2) The bear thought the man on the ground was dead, and went away. When his companion joined him, he said: 'What did the bear whisper to you?' His friend replied: 'He told me never again to trust a coward like you!'

CHAPTER VIII

THE VERB AGAIN : TENSE—I

I. We have already learned the following facts about verbs :

- (i) **Verbs are Telling-Words.**
- (ii) **Transitive Verbs** require an **Object**.
- (iii) **Intransitive Verbs** do *not* require an object.

II. We are now to learn that verbs also change their *form* for a change of *meaning*. Observe the changes made in the form of the following verbs :

I love into I loved.

I run into I ran.

I write into I wrote.

How have these verbs been changed in form for a change of meaning? They have been changed for **Time**; thus:

I love, I run, I write, apply to present time;
I loved, I ran, I wrote, apply to past time.

There are **three kinds of Time** :

- (i) **Time Present**; as: *this moment, now.*
- (ii) **Time Past**; as: *yesterday.*
- (iii) **Time-to-come**; as: *to-morrow.*
(Time-to-come is called future time.)

In grammar, we use the word **Tense** to denote **Time**.

Tense means Time.

The **Present** is with us *now, to-day* ;

The **Past** was with us *yesterday* ;

The **Future**, *to-morrow*, has not yet come
(But we may plan what will be done).

These **Times** are called—'tis common sense—

The **Present**, the **Past**, and the **Future Tense**.

III. We may show the three different **Tenses** or **Times** in the following verbs :

Present Tense.	Past Tense.	Future Tense. ¹
I love	I loved	I shall love
I run	I ran	I shall run
I write	I wrote	I shall write
I sing	I sang	I shall sing
I swim	I swam	I shall swim

IV. We may now say that **Tense** is that **form** of the verb which shows the **Time** of the action.

EXERCISE

Select the Verbs in the following sentences, tell the Kind and Tense of each, and give the object of the transitive verbs.

Examples

(1) The dog held the robber.

(2) The soldier will return to his native land.

held	a verb, transitive, past tense, object <i>robber</i> .
will return	
	a verb, intransitive, future tense.

¹ *Shall, wilt, and will* are used to form the **Future Tense** ; as :

I *shall* love, thou *wilt* love, he *will* love.

We *shall* love, you *will* love, they *will* love.

- (1) The rain fell in torrents.
- (2) He will visit London in the summer.
- (3) The horse carried the bugler into action.
- (4) The teacher will punish the lazy scholar.
- (5) War brings sorrow into many homes.
- (6) Last night the moon had a golden ring.
- (7) The skipper blew a whiff from his pipe.
- (8) The stream flows, the wind blows.
- (9) The cloud fleets, the heart beats.

CHAPTER IX

TENSE—II

The three tenses—**Present**, **Past**, and **Future**—have two forms; as :

Present Tense.	Past Tense.	Future Tense.
(i) I run, or I am running	I ran, or I was running	I shall run, or I shall be running
(ii) I write, or I am writing	I wrote, or I was writing	I shall write, or I shall be writing

EXERCISES

1. *Select the Verbs in the following sentences, and state the Kind and Tense of each, and give the object of the transitive verbs.*

Example

The train was coming through the tunnel.

was coming | a verb, intransitive, past tense.

- (1) The porter was running with a parcel, and fell on the platform.
- (2) I shall be writing a letter to James to-morrow.
- (3) The ships were riding at anchor.
- (4) I am making a ball.
- (5) Baby is playing with the kitten.
- (6) They were counting the pigs.

2. *Select the **Nouns** and **Verbs** in the following story, and treat as follows.*

Example

wolf		a noun, common, singular number, common gender.
had		a verb, transitive, past tense, object <i>bone</i> .

THE WOLF AND THE CRANE

(1) A wolf had a bone in his throat, which gave him much pain. He promised a reward to any animal that would take away the bone.

(2) A crane offered her services, and ventured her long neck into the wolf's throat. She pulled the bone out, and asked her reward.

(3) 'I had your head in my mouth,' said the wolf, 'and I did not bite¹ it off! Surely such kindness on my part deserves your gratitude. You are² an ungrateful animal!'

¹ *did bite* go together.

² *are* is an intransitive verb.

CHAPTER X

THE ADJECTIVE AGAIN

I. We have already learned that **an Adjective** is a word that goes with a **Noun**.

II. There are different kinds of adjectives; they do different kinds of work; we shall now give a name to each kind of adjective, according to the work it does:

- ✕ (i) **Adjectives of Quality** tell the *kind*,
as: *good, bad, fine*;
- ↗ (ii) **Adjectives of Number** *number* things,
as: *three, six, nine*;
- (iii) **Adjectives of Quantity** tell *how much*,
as: *much, little, some*¹;
- ∴ (iv) **Adjectives Demonstrative** *point out*,
as: *this, that, yon*;
- ✕ (v) **Distributives** take each noun *apart*,
as: *each, everyone*.

A, an, and the are sometimes called **Articles**:

A (or *an*) is called the **Indefinite Article**, because *a pen* means *any pen*.

The is called the **Definite Article**, because *the pen* means a particular pen; as: *the pen on the desk*.

EXERCISES

1. *Select and classify the Adjectives in the following:*

- (1) The early bird catches the first worm.
- (2) In the deep pool the grey trout lies.

¹ NOTE.—Certain adjectives, like *some, all, any*, are *adjectives of number*, if the things named can be taken separately; otherwise they are *adjectives of quantity*; as,

some boys; *all men* (*some and all are adjectives of number*).

some bread; *all night* (*some and all are adjectives of quantity*).

- (3) All work and no play makes Jack a dull boy.
- (4) It requires a steady hand to carry a full cup.
- (5) As cold water to a thirsty soul, so is good news from a far country.
- (6) In the world's broad field of battle,
In the bivouac of life,
Be not like dumb, driven cattle,
Be a hero in the strife.

2. *Classify the **Adjectives** in the following :*

- (1) I have not *much* gold,
But I have *a merry* heart,
Ten pennies in my pocket
And *a white* horse and cart.

They run on *four* wheels,
And *the* horse is made of wood,
But it eats *no* corn,
And I don't see why it should.
- (2) *Every* hen has *a* beak,
Each camel has *a* hump,
Every dog says 'bow-wow !'
Each pig says 'grumph !'

3. *Select and classify the **Adjectives** in the following :*

- (1) Four boys and seven girls
Set out to have a wade ;
Every girl had a pail,
Each boy had a spade.
- (2) Some pennies, some bread,
Hungry boys must be fed !

- (3) Two black kittens
 And a large brown dog,
 Three white chickens
 And a big fat hog,
 All ran a race
 Down a steep hill
 Many miles in length,
 And they're all running still!

4. Place an **Adjective of Quality** denoting colour before each of the following nouns:

- | | |
|------------------------|-----------------------|
| (1) The . . . sea. | (5) The . . . milk. |
| (2) A . . . buttercup. | (6) The . . . grass. |
| (3) The . . . snow. | (7) A . . . leaf. |
| (4) A . . . rose. | (8) The . . . violet. |

5. Place an **Adjective of Quality** denoting size before each of the following nouns:

- | | |
|--------------------|------------------------|
| (1) A . . . house. | (4) A . . . mountain. |
| (2) A . . . coat. | (5) The . . . chimney. |
| (3) A . . . room. | (6) A . . . sentence. |

6. Place an **Adjective of Quality** denoting shape before each of the following nouns:

- | | |
|--------------------|--------------------|
| (1) A . . . ball. | (3) A . . . line. |
| (2) A . . . house. | (4) A . . . stick. |

7. Place an **Adjective of Quality** denoting character before each of the following nouns:

- | | |
|------------------------|------------------------|
| (1) A . . . dog. | (4) The . . . teacher. |
| (2) The . . . soldier. | (5) A . . . man. |
| (3) A . . . boy. | (6) The . . . master. |

8. Select the **Adjectives** in the following story, and treat as follows. (Four Exercises):

Example

a	an adjective, goes with <i>King</i> .
cruel	an adjective of quality, qualifies <i>King</i> .

THE INFANT MOSES

(1) A cruel King of Egypt had ordered all the young Hebrews to be drowned in the river Nile. Now a healthy and beautiful child was hid by his mother for three months.

(2) She put him in a little boat made of strong reeds, and plastered it inside with black pitch; she then put this strange cradle among the long rushes which grew near the banks of the river.

(3) His good sister, Miriam, watched the little infant at a safe distance. Presently a beautiful princess—the King's daughter—came to that part of the river to bathe. She saw the hidden basket, and the tiny boy was discovered. She gave the boy a beautiful name—Moses—which means 'saved from the water.'

(4) Miriam now came forward, and said she could find a good nurse for the baby; the kind princess gave her leave, and she brought his own mother. Moses was taken to the royal palace. He afterwards became the great leader of the Israelites.

III. We shall now allow the **Adjective** to speak for itself, and say:

1. Be it *warm* or *cold*, be it *wet* or *dry*,
 Be it fathoms *deep*, or inches *high*,
 Be it *ugly* or *pretty*, *plain*, or *fair*,—
 Look before the Noun, and you'll find me there.
 And so I hope you understand
 Why the Noun and I go hand-in-hand.

2. With *first, second, third* ; and *one, two, three*,
 I tell the number, whate'er it be ;
 And with *the, this, that, yonder*, and *yon*,
 I distinguish the Name you think upon.
 And so I hope you understand
 Why the Noun and I go hand-in-hand.

CHAPTER XI

PRONOUNS

I. Suppose you heard me say to another boy, ' I wish *you* to find out if *he* is going to the picnic !'

Here three persons are understood.

- (i) *I* stands for the *person speaking* (John Brown).
- (ii) *You* stands for the *person spoken to* (James Gray).
- (iii) *He* stands for the *person spoken about* (George White).

We thus see that there are certain words which *stand for* names or nouns ; such words are called **Pro-Nouns** ; *pro* is a Latin word meaning *for*, or *instead of*.

A Pro-Noun is a word that stands for a Noun.

II. In grammar, there are three persons ; there are therefore three **Personal Pronouns** :

	Singular.	Plural.
First Person :	I,	We.
Second Person :	Thou ¹ (or You),	You (or Ye).
Third Person :	He, She or It,	They.

¹ NOTE.—*Thou* is not used now in speaking to *one* person ; we find it however in the Bible and in poetry ; as : ' *Thou* hast put gladness in my heart' ; and, ' *Thou* call'st its children a happy band.'

III. The **Personal Pronouns** have **Gender** as well as nouns ; they are :

Masculine, if they stand for **Male Persons** ; as *he*.

Feminine, if they stand for **Female Persons** ; as *she*.

Common, if they stand for either **Male** or **Female Persons** ; as *I*.

Neuter, if they stand for things : as *it*.

EXERCISES

1. Use **Pronouns** instead of nouns in the following sentences.

Example

The boy took the apple.

He took it.

- (1) The lady is very kind. ✓
- (2) Tom broke the cups.
- (3) The soldiers fought bravely.
- (4) The girl lost the bag.
- (5) The houses are occupied.
- (6) The postman gave the letter to Mrs. Brown.

2. Select the **Pronouns** in the following sentences, and tell the person, number, and gender of each.

Example

We made a crown of flowers.

We, a pronoun, personal, 1st person, plural number, common gender, stands for the persons speaking.

- (1) I fear no foe.
- (2) We are very glad to see you.
- (3) He sailed yesterday.

- (4) She loves the birds and the flowers.
- (5) It is only a summer shower.
- (6) They enjoyed a sail in the boat.
- (7) You are expected to-morrow. ✓

CHAPTER XII

THE VERB—NUMBER AND PERSON

I. Verbs are changed for **number** and **person**; if the **subject** is **singular**, we say the **verb** is **singular**; and so with the **plural**; again, if the **subject** is in the **first person** we say the **verb** is in the **first person**, and so on; or to put it shortly,—A **verb** agrees with its **subject** in **number** or **person**. Take two examples:

- (1) **I** love. (2) **They** loved.

(1) **I** is **1st pers.**, **sing. numb.**, therefore *love* is **1st pers.**, **sing. numb.**

(2) **They** is **3rd pers.**, **plur. numb.**, therefore *loved* is **3rd pers.**, **plur. numb.**

II. Learn the following :

1. PRESENT TENSE

<i>Person Singular.</i>	<i>Person Plural.</i>
1. I love	1. We love
2. Thou lovest	2. You love
3. He loves	3. They love

2. PAST TENSE

<i>Person Singular.</i>	<i>Person Plural.</i>
1. I loved	1. We loved
2. Thou lovedst	2. You loved
3. He loved	3. They loved

3. FUTURE TENSE

<i>Person Singular.</i>		<i>Person Plural.</i>	
1. I	shall love	1. We	shall love
2. Thou	wilt love	2. You	will love
3. He	will love	3. They	will love

EXERCISE

Treat the italicised words in the following sentences as in the following example (we shall now use contractions, putting a full stop after each contracted word).

I love my dog.

I love		a pron. pers., 1st pers., sing. numb., com. gend. a verb trans., obj. <i>dog</i> , pres. tense, 1st pers., sing. numb., agrees with its subj. <i>I</i> .
-----------	--	--

(1) *We love* beautiful flowers.

(2) *He loves* his mother.

(3) *They loved* their teacher.

(4) *We shall see* the king.

CHAPTER XIII

TABLE OF PARSING

I. We have learned some things about the following **Parts of Speech**—**Nouns**, **Verbs**, **Adjectives**, **Adverbs**, and **Pronouns**; we shall now treat, or *parse*, them according to the following table:

- Nouns.** 1. **Kind**—Com., Prop., Coll., or Abst.
 2. **Numb.**—Sing. or Plur.
 3. **Gend.**—Masc., Fem., Com., or Neut.

- Verbs.** 1. **Kind**—Trans. (with obj.) or Intrans.
 2. **Tense**—Pres., Past, or Fut.
 3. **Pers.** and **Numb.**, and agreement with subj.

Adjectives. **Kind**—Qual., Quant., Numb., Dem., or Distr., and giving the noun qualified.

Adverbs. **Kind**—(Kinds will be given in Part III.)
 Give the verb modified.

- Pronouns.** 1. **Kind**—Personal (other kinds in Part III.).
 2. **Numb.**—Sing. or Plur.
 3. **Gend.**—Masc., Fem., Com., or Neut.

II. Example of Parsing

Two boys kindly helped the old woman.

Two	an adj. of numb., qual. <i>boys</i> .
boys	a noun, com., plur., masc., subj. of <i>helped</i> .
kindly	an adv., mod. <i>helped</i> .
helped	a verb, trans., obj. <i>woman</i> , past, 3rd plur., to agr. with its subj. <i>boys</i> .
the	an adj. dem., points out <i>woman</i> .
old	an adj. of qual., qual. <i>woman</i> .
woman	a noun, com., sing., fem., obj. of <i>helped</i> .

EXERCISE

Parse the words in the following sentences according to the above table and example :

- (1) The cold wind blows fiercely.
- (2) The young gardener rises early.
- (3) The two friends came yesterday.
- (4) The little girl sings sweetly.

CHAPTER XIV

ANALYSIS

I. We shall now divide or **analyse** sentences into parts. In grammar this is called **Analysis**. The following are the principal parts of a sentence, but they may not all occur in every sentence :

1. **The Subject**—the person or thing about which the verb tells something.
2. **Adjectives** going with the subject are called the **enlargement** of the subject.
3. **Predicate** or **Verb**—what is told about the subject.
4. **Object** (if any). Such verbs as *is, was, has been* are intrans., and the word coming after them is called the **complement** of the verb.
5. **Adjectives** going with the object are called the **enlargement** of the object.
6. **Adverbs**, or groups of words, going with the verb are called the **extension** of the **predicate**.

II. Examples of Analysis

(1) The black cat caught a small mouse in the kitchen.

(2) The little girl sings sweetly.

Subj.	Cat	Girl
Enl. of Subj.	the, black	the, little
Pred.	caught	sings
Obj.	mouse	—
Enl. of Obj.	a, small	—
Ext. of Pred.	in the kitchen	sweetly

EXERCISES

1. *Analyse the following sentences according to the above model:*

- (1) The teacher punished the lazy scholar.
- (2) The weary ploughman goes homeward.
- (3) Tom found a penny in the playground.
- (4) The sun rises in the morning.
- (5) I met a little cottage girl.
- (6) She dwelt on a wide moor.
- (7) I shot an arrow into the air.
- (8) A tear stood in his bright blue eye.
- (9) She dwelt among the untrodden ways.
- (10) The north wind sings a doleful song.
- (11) The lark has sung his carol in the sky.
- (12) Lucy took the lantern in her hand.

2. *Parse the words in sentences 1, 5, 10 in Ex. 1 according to the Table of Parsing in Chap. XIII.*

3. Notice that in Poetry the subject does not always come first. Examples :

- (1) At daybreak on a hill they stood.
- (2) Slowly and sadly we laid him down.

Subj.	They	We
Enl. of Subj.	—	—
Pred.	stood	laid
Obj.	—	him
Enl. of Obj.	—	—
Ext. of Pred.	at daybreak on a hill	down slowly and sadly

Analyse the following sentences :

- (1) In the market-place of Bruges
Stands the belfry old and brown.
- (2) At night he heard the lion roar.
- (3) Solemnly down the street came the parish
priest.
- (4) In every babbling brook he finds a friend.
- (5) With one knee on the grass did the little
maiden kneel.

4. Such verbs as *is, are, was, were, has been* (parts of the verb **To Be**) require a *complement* after them; if the complement is a noun, the adjectives going with it are called the **enlargement** of the **complement**.

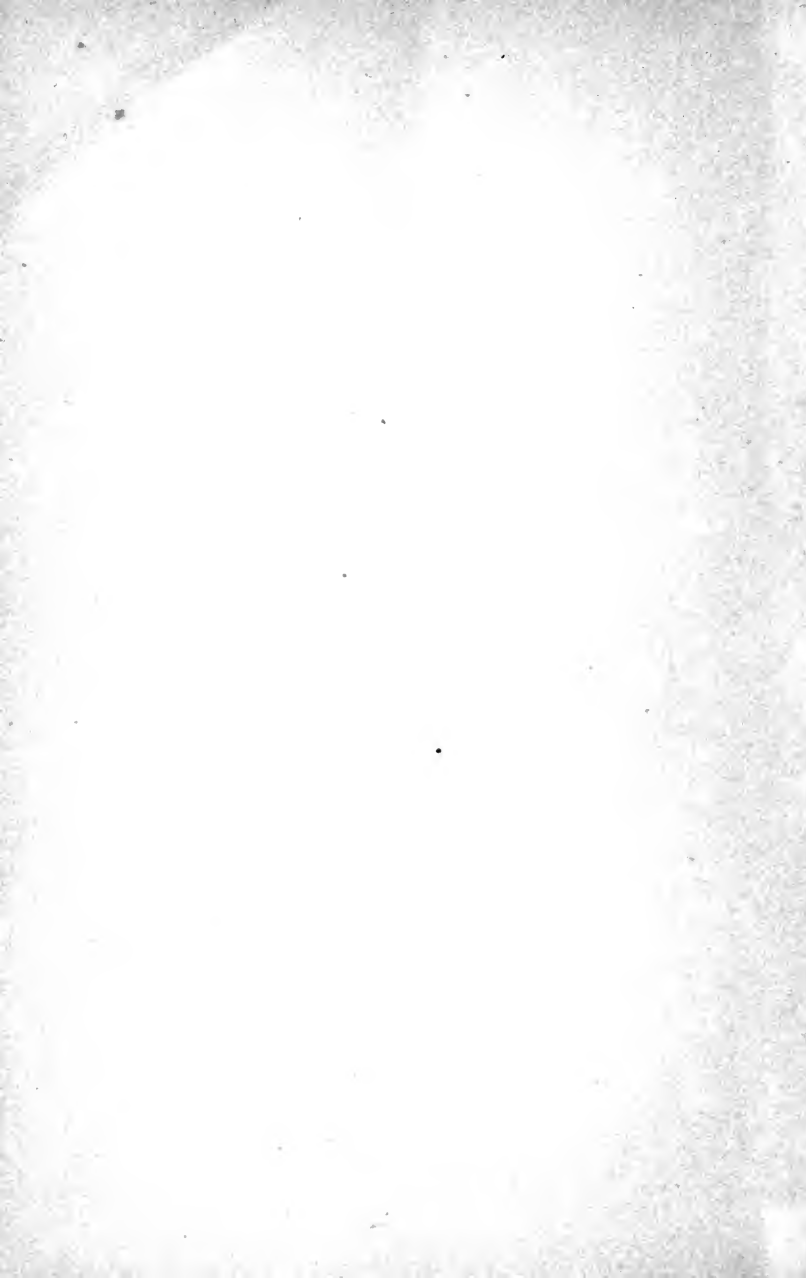
Examples :

- (1) Robin Hood was an archer good.
- (2) Europe is the smallest continent.

Subj.	Robin Hood	Europe
Enl. of Subj.	—	—
Pred. <i>Verb</i>	was	is
Comp.	archer	continent
Enl. of Comp.	an, good	the, smallest

Analyse the following sentences :

- (1) John Gilpin was a citizen.
- (2) My dog is a good diver.
- (3) He has been a faithful friend.
- (4) The two boys were firm friends.



CONTENTS OF PART III

CHAP.	PAGE
I. PRONOUNS—CASE	I
II. THE CASES OF NOUNS	5
III. THE ADVERB AGAIN	10
IV. CHANGES IN ADJECTIVES	13
V. „ „ „ <i>(continued)</i>	16
VI. REMARKS ABOUT ADJECTIVES	21
VII. „ „ „ <i>(continued)</i>	23
VIII. COMPARISON OF ADVERBS	26
IX. RELATING WORDS	28
X. JOINING WORDS	32
XI. INTERJECTIONS	34
XII. THE FUNCTION OF WORDS	35
XIII. THE VERB—MOOD	37
XIV. THE VERB—VOICE	39
XV. „ „ „ <i>(continued)</i>	41
XVI. RELATIVE PRONOUNS	44
XVII. INTERROGATIVE PRONOUNS	45
XVIII. MISCELLANEOUS EXERCISES	46
XIX. ADDITIONAL NOTES ON NUMBER OF NOUNS	49
XX. ADDITIONAL NOTES ON GENDER OF NOUNS	53
XXI. QUESTIONS FOR EXAMINATION PURPOSES	55

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